

**Record Of The
UNIVERSITY
OF NORTH CAROLINA
At Chapel Hill**

JANUARY 16, 1976

ISSUE 1976-1977

**SCHOOL OF
SOCIAL WORK**



SCHOOL OF SOCIAL WORK
THE UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL
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**Record of the
University of
North Carolina
at Chapel Hill**

SCHOOL OF SOCIAL WORK

Announcements for 1976-1977

January 16, 1976

Number 828

THE UNIVERSITY OF NORTH CAROLINA

Sixteen Constituent Institutions

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ROBERT W. WILLIAMS, A.B., M.A., Ph.D., Associate Vice President - Academic Affairs

The University of North Carolina was chartered in 1789 and opened its doors to students at its Chapel Hill campus in 1795. Throughout most of its history, it has been governed by a Board of Trustees chosen by the Legislature and presided over by the Governor. During the period 1917-1972, the Board consisted of one hundred elected members and a varying number of **ex-officio** members.

By act of the General Assembly of 1931, without change of name, it was merged with The North Carolina College for Women at Greensboro and The North Carolina State College of Agriculture and Engineering at Raleigh to form a multicampus institution designated The University of North Carolina.

In 1963 the General Assembly changed the name of the campus at Chapel Hill to The University of North Carolina at Chapel Hill and that at Greensboro to The University of North Carolina at Greensboro and, in 1965, the name of the campus at Raleigh was changed to North Carolina State University at Raleigh.

Charlotte College was added as The University of North Carolina at Charlotte in 1965, and, in 1969, Asheville-Biltmore College and Wilmington College became The University of North Carolina at Asheville and The University of North Carolina at Wilmington respectively.

A revision of the North Carolina State Constitution adopted in November 1970 included the following: "The General Assembly shall maintain a public system of higher education, comprising The University of North Carolina and such other institutions of higher education as the General Assembly may deem wise. The General Assembly shall provide for the selection of trustees of The University of North Carolina" In slightly different language, this provision had been in the Constitution since 1868.

On October 30, 1971, the General Assembly in special session merged, without changing their names, the remaining ten state-supported senior institutions into the

University as follows: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This merger, which resulted in a statewide multicampus university of sixteen constituent institutions became effective on July 1, 1972.

The constitutionally authorized Board of Trustees was designated the Board of Governors, and the number was reduced to thirty-two members elected by the General Assembly, with authority to choose their own chairman and other officers. The Board is "responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." Each constituent institution, however, has its own board of trustees of thirteen members, eight of whom are appointed by the Board of Governors, four by the Governor, and one of whom, the elected president of the student body, serves *ex officio*. The principal powers of each institutional board are exercised under a delegation from the Board of Governors.

Each institution has its own faculty and student body, and each is headed by a chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are effected by the Board of Governors and by the President with the assistance of other administrative officers of the University. The General Administration office is located in Chapel Hill.

The chancellors of the constituent institutions are responsible to the President as the chief administrative and executive officer of The University of North Carolina.



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SCHOOL OF SOCIAL WORK CALENDAR 1976-1977

SUMMER SESSION, 1976

First Term

May 3-August 20	Field Instruction.
May 24, Monday	Registration for regular classes.
May 25, Tuesday	First day of classes.
June 25, Friday	Last day of classes for first term.
June 28-29, Monday-Tuesday	Examinations according to schedule.

Second Term

July 6, Tuesday	Registration.
July 7, Wednesday	First day of classes.
August 6, Friday	Last day of classes for second term.
August 9-10, Monday-Tuesday	Examinations according to schedule.

FALL SEMESTER, 1976

August 18, Wednesday	Fall Semester opens.
August 23-25, Monday-Wednesday	Orientation and Registration.
August 26, Thursday	First day of classes - Second Year Students.
August 26, Thursday and August 31, Tuesday	Field Orientation - First Year Students.
August 27, Friday	First day of Field Instruction - Second Year Students.
September 2, Thursday	First day of Field Instruction - First Year Students.
September 6, Monday	Holiday, Labor Day.
November 24, Wednesday	Thanksgiving vacation begins at 1 p.m.
November 29, Monday	Instruction resumes.
December 7, Tuesday	Last day of classes.
December 8, Wednesday	Reading Day.
December 9-18, Thursday-Saturday	Final Examinations.
December 17, Friday	Last day of Field Instruction.

SPRING SEMESTER, 1977

January 10-11, Monday-Tuesday	Registration and Drop-Add.
January 10, Monday	First day of Field Instruction - Second Year Students.
January 11, Tuesday	First day of Field Instruction - First Year Students.
January 12, Wednesday	First day of classes.
March 7, Monday	Spring vacation begins.
March 14, Monday	Instruction resumes.
April 11, Monday	Holiday, Easter Monday.
April 28, Thursday	Last day of Field Instruction and last day of classes.
April 29, Friday	Reading Day.
May 2-11, Monday-Wednesday	Final Examinations.
May 15, Sunday	Commencement.

OFFICERS OF ADMINISTRATION

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

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BLYDEN JACKSON, Ph.D., Associate Dean

DANIEL J. SHEERIN, Ph.D., Associate Dean

WILLIAM J. BRINSON, B.A., Director of the Graduate Office

THE SCHOOL OF SOCIAL WORK

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RACHEL DEDMON, M.S.S.W., D.S.W., Assistant Dean and Director of Admissions

NANCY M. HALL, M.S.W., Director of Field Instruction

BETTY YORK, M.S.W., Director of Work-Study Program

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Associate in the Institute for Research in Social Science

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HORTENSE McCLINTON, M.S.W., Assistant Professor of Social Work

HARVEY L. SMITH, Ph.D., Professor of Sociology in the Department of Sociology, Clinical Professor of Sociology in the Department of Psychiatry, Research Professor in the Institute for Research in Social Science, and Director of the Social Research Section in the Division of Health Affairs

FACULTY

Professors

- PHILIP W. COOKE, M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Pennsylvania; Chairman of Concentration B.
 MORTON I. TEICHER, M.S.W., University of Pennsylvania; Ph.D., University of Toronto; Dean.
 JOHN B. TURNER, M.Sc. and D.S.W., Case Western Reserve; Kenan Professor.

Associate Professors

- MORRIS H. COHEN, M.A., Sarah Lawrence College; M.Sc., Case Western Reserve.
 RACHEL DEDMON, M.S.S.W., University of Tennessee; D.S.W., Smith College.
 ANDREW W. DOBELSTEIN, M.S.W., Case Western Reserve; Ph.D., Duke University.
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Assistant Professors

- BARBARA H. CLEAVELAND, M.S.W., University of North Carolina at Chapel Hill.
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 ALBERT W. KING, M.S.W., University of North Carolina at Chapel Hill; Chairman of Concentration A.
 HORTENSE McCLINTON, M.S.W., University of Pennsylvania.
 ALSIE ROBINETTE, M.A., University of Chicago.
 JANICE H. SCHOPLER, M.S.W., University of Michigan.

Lecturers

- ELAINE P. ARMSTRONG, M.S.W., Atlanta University; Coordinator of Asheville Work-Study Program.
 THOMAS S. BALDWIN, M.A., University of South Carolina; Ph.D., Ohio State University.
 BILL BRITAIN, M.S.W., University of North Carolina at Chapel Hill; Group Child Care Consultant.
 HOPE W. DAVIS, M.S., University of Chicago; Coordinator of Charlotte Work-Study Program.
 JUNE ESSELSTYN, M.S.S.S., Boston University.
 MARJORIE FARADAY, M.S.W., Southern California; Group Child Care Consultant.
 ANITA FAREL, M.S.W., University of California at Los Angeles.
 GLADYS FRANKFORD, M.S.W., New York School of Social Work; Coordinator of Greenville Work-Study Program.
 SAM R. FUDGE, B.D., Presbyterian Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; Group Child Care Consultant.
 CHARLES T. GRUBB, M.S.W., University of North Carolina at Chapel Hill.
 HANSEL H. HOLLINGSWORTH, M.S.S.W., Vanderbilt University.
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 TOYE LEWIS, M.S.W., Columbia University; Ph.D., Brandeis University.

MERLIN B. OUTCALT, M.A.S.S., Indiana University; Group Child Care Executive Director.

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CLIFFORD W. SANFORD, M.A., Carver School of Missions and Social Work; M.S.W., University of North Carolina at Chapel Hill; Group Child Care Consultant.

JO STALLINGS, M.S.W., University of North Carolina at Chapel Hill.

ESTHER T. WALTON, M.S.W., University of North Carolina at Chapel Hill.

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JOHN WASSON, M.S.W., University of North Carolina at Chapel Hill.

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REGINALD O. YORK, M.S.W. and D.S.W., Tulane University.

Part-Time Lecturers

WILLIAM E. BAKEWELL, M.D., Professor of Psychiatry.

JOHN R. BALL, M.S.W., Ed.D.

ANN DAVIS, M.S.W.

M. JOSEPH FRANKFORD, M.A.S.A.

LEWIS E. GALLANT, M.S.S.W.

ELAINE GOOLSBY, M.S.W., Assistant Professor of Clinical Social Work in Section of Allied Educational Programs and Department of Pediatrics.

JOY GOSSETT, M.S.W.

WILLIAM HUTCHINS, M.S.W.

ALAN KEITH-LUCAS, M.A. (Cantab), M.Sc., Ph.D., Retired Alumni Distinguished Professor of Social Work

CONSTANTINE, KLEDARAS, Ph.D.

SAMUEL H. KORNEGAY, M.S.W.

MARTHA LAMB, M.S.W.

NOEL A. MAZADE, M.S.W., M.S., Ph.D., Assistant Professor of Mental Health Program Administration.

AUBRY STONE, M.S.W.

Field Instructors - 1975-1976

ASHEVILLE	Betty Goodwin, Children's Home Society, Inc. Mara Griva, Blue Ridge Community Mental Health Center Eleanor Shuping, Blue Ridge Community Mental Health Center Hugh Starnes, Baptist Children's Home
BURLINGTON	Joan Holland, Alamance County Mental Health Center Lynne White, Alamance County Mental Health Center
BUTNER	Louise Copeland, John Umstead Hospital Betty Hedgepeth, John Umstead Hospital Mary Gail Holton, John Umstead Hospital Karen Metzger, John Umstead Hospital Jo Ann Pickett, John Umstead Hospital Joan Wyatt, John Umstead Hospital
CHAPEL HILL	Ursula Chafetz, N. C. Memorial Hospital Florence Copeland, N. C. Memorial Hospital Connie Culbreath, N. C. Memorial Hospital Judy Eastman, Division for Disorders of Development and Learning

William Eastman, UNC-CH Student Mental Health
 Elaine Goolsby, Division for Disorders of Development and Learning
 Pam Kirkpatrick, Orange/Person/Chatham Mental Health Center
 Pattie Kirkton, Division for Disorders of Development and Learning
 Virginia Long, N. C. Memorial Hospital
 Ruth Lott, Orange/Person/Chatham Mental Health Center
 Blan Minton, Division for Disorders of Development and Learning
 Rilla Murray, N. C. Memorial Hospital
 Frances Muth, Orange County Department of Social Services
 Alice Myers, Orange/Person/Chatham Mental Health Center
 Phyllis Ott, Orange/Person/Chatham Mental Health Center
 Virginia Riggsbee, N. C. Memorial Hospital
 Susan Smialowicz, N. C. Memorial Hospital
 Bob Vaillancourt, Orange/Person/Chatham Mental Health Center
 Mary Valand, Project Outreach
 Dorothy Verwoerd, N. C. Memorial Hospital

CHARLOTTE

Pete Couchell, Family Service Center
 Velna Hicks, Charlotte, Speech and Hearing
 Avery Hood, City Community Development
 Van Leer Logan, Mecklenburg County Mental Health Center
 Carol Ricks, Family Service Center

DURHAM

Judy Altholz, Duke Medical Center
 Mary Black, Community Guidance Clinic
 Winnie Breeden, Durham Drug Rehabilitation Center
 Katherine Buckner, Duke Medical Center
 Hallie Coppedge, Veterans Administration Hospital
 Nancy Fay, After Care
 Jean Gregory, Community Guidance Clinic
 Betsy Hawley, Durham County Department of Social Services
 Susheila Jain, Lincoln Community Health Center
 Ann Johnson, Coordinating Council for Senior Citizens
 Jane C. Moorman, Duke Student Mental Health Center
 Anita Price, Bragtown Community Project
 Susan Quinn, Durham County Department of Social Services
 Erica Rapport, Hassle House
 Louise Seymour, Veterans Administration Hospital
 Gwen Sydes, Family Counseling Services
 Carolyn Thornton, Lincoln Community Health Center
 Hazel Wishnov, After Care Unit

ELON COLLEGE

Robert Stogner, Elon Home for Children

FAYETTEVILLE

Ann Davis, Second Baptist Church
 Betty Gibson, Cumberland County Department of Social Services
 Donald Graziano, Cumberland County Mental Health Center
 Elizabeth Johnson, Cumberland County Board of Education
 Martha Lamb, Developmental Evaluation Clinic
 Catherine McDuffie, Cumberland County Department of Social Service

FORT BRAGG

Louis Gallant, Womack Army Hospital

GASTONIA	Elizabeth Little, Gaston County Mental Health Center
GOLDSBORO	Marshall Smith, Cherry Hospital
GREENSBORO	Kay Brandon, Guilford County Public Health Center Betsy Carrier, Developmental Evaluation Clinic Ann G. Davis, Guilford County Mental Health Center Carol Luker, Guilford County Mental Health Center Carl Staley, United Day Care Services Johanna Studebaker, Guilford County Mental Health Center
GREENVILLE	Irene Glass, Pitt County Mental Health Center
HENDERSON	Mary Cannady, Scott-Parker Mental Health Center
HENDERSONVILLE	Elizabeth Harkins, Hendersonville Mental Health Center
HICKORY	Suzanne Leach, Family Guidance Clinic
LUMBERTON	Valerie Bissett, Robeson County Department of Social Services Althea Staten, Robeson County Department of Social Services
MARSHALL	Faye Walker, Madison County Department of Social Services
MONROE	Emily Foster, Piedmont Area Mental Health Center Wayne Morris, Union County Department of Social Services
MORGANTON	Almon Carr, Western Carolina Center Darrell Goss, Western Carolina Center Susan Noggle, Foothills Mental Health Center
NEWTON	Andrea Benfield, Catawba County Department of Social Services
OTEE	Vesta Neale, Veteran's Administration Hospital
PINEHURST	Sandhills Mental Health Clinic
RALEIGH	Kitty Bass, Family Service Agency Lenore Behar, N. C. State Mental Health Services Clarence Boyd, Dorothea Dix Hospital Eleanor DeMarco, Methodist Home for Children William Downey, Dorothea Dix Hospital Linda Eales, Trentman Mental Health Center Nancy Edwards, Family Service Agency Ann Ellis, Trentman Mental Health Center Sally Estes, Wake County Department of Social Services Helen Goldstein, Trentman Mental Health Center Janet Graden, Dorothea Dix Hospital Sylvia Henderson, Project Enlightenment Linda Lapp, Trentman Mental Health Center Mary Jo Littlewood, Wake County Council on Aging Ed Mackie, Dorothea Dix Hospital Alice Pierce, N. C. State Counseling Center Afton Quinn, Haven House Kathleen Smith, Dorothea Dix Hospital Gaye Styron, Wake County Department of Social Services Tom Zilaglione, N. C. State Health Services

SALISBURY	Walter Dumas, Veterans Administration Hospital Thomas Ward, Veterans Administration Hospital
TAYLORSVILLE	James Berdine, Alexander County Department of Social Services
THOMASVILLE	Charlotte Lloyd, Baptist Children's Home
WILMINGTON	Joyce Yeouze, New Hanover County Mental Health Center
WINSTON-SALEM	Sarah Austin, Family Services Agency Donna Brown, Child Guidance Clinic Beverly Schneider, Child Guidance Clinic Elaine Wilson, Forsyth County Mental Health Clinic
YORK (S. C.)	Craig Butler, Episcopal Childrens' Center

ADVISORY COMMITTEES

Field Instruction

Sarah Austin, Family Services, Inc. - Winston-Salem.
 Kathryn Barclay, Durham Community Guidance Clinic for Children and Youth - Durham.
 Barbara Cleaveland, School of Social Work - Chapel Hill.
 William Downey, Dorothea Dix Hospital - Raleigh.
 Nancy Hall, School of Social Work - Chapel Hill.
 Wallace Hill, N. C. Memorial Hospital - Chapel Hill.
 Thomas Hogan, Durham County Department of Social Services - Durham.
 Ruth Lott, Orange/Person/Chatham Mental Health Center - Chapel Hill.
 Morton I. Teicher, School of Social Work - Chapel Hill.
 Richard H. Uhlig, School of Social Work - Chapel Hill.
 Ann Watson, Veterans Administration Hospital - Durham.

Work-Study Program

ASHEVILLE
 Walter Boland, University of North Carolina at Asheville
 Donald Boone, Private Practice
 Joyce Bracewell, Highland Hospital
 Lonnie Burton, Opportunity Corporation
 Thelma Caldwell, Young Women's Christian Association
 Francine Delany, Asheville City Schools
 Jo Dunton, Young Women's Christian Association
 Clifford Edington, Oteen Veterans Administration Hospital
 Aileen Hamrick, Rutherford County Mental Health Center
 Elizabeth Harkins, Asheville Psychiatric Association
 Lydia Holley, University of North Carolina at Chapel Hill, School
 of Public Health
 Chris Huffman, Memorial Mission Hospital
 Leo Larabee, Oteen Veterans Administration Hospital
 Annabelle Parks, Henderson County Department of Social Services
 Frances Ramsey, Madison County Department of Social Services
 Roy Riggs, University of North Carolina at Asheville
 Florence Ryan
 Eleanor Shuping, Blue Ridge Community Mental Health Center
 Aubry Stone, Warren Wilson College

Mary Lou Wing, Family Counseling Service
 Ruby Smith, Yancey County Department of Social Services
 Ruth Whitson, Buncombe County Department of Social Services

CHARLOTTE

Gordon Berg, United Community Services
 Edwin Chapin, Mecklenburg County Department of Social Services
 Eugene E. Deal, Domestic Relations and Juvenile Court
 P. E. Hildreth, University of North Carolina at Charlotte
 Sandy Howie, Episcopal Church Home for Children
 Joseph E. Klug, United Community Services
 Katherine Knott, Mecklenburg County Department of Social Services
 Hoyle Martin, University of North Carolina at Charlotte
 Richard McGuire, Salisbury Veterans Administration Hospital
 Rachel McLain
 Edward Nadelman, Family and Children's Services
 William O'Conner, Mecklenburg County Mental Health Clinic
 Henry Otten, Barium Springs Children's Home
 Bobbie Toatley, Charlotte-Mecklenburg School System
 Mary Wunder, Episcopal Child Care Services

GREENVILLE

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 Betty Agnew, Beaufort County Department of Social Services
 Jean Biggs, Martin County Department of Social Services
 Dorothy Bolton, Pitt County Department of Social Services
 Doris R. Cherry, O'Berry Center
 Floyd Evans, Wayne County Department of Social Services
 Ted Gartman, East Carolina University
 Tom Horne, Walter B. Jones Alcoholic Rehabilitation Regional Center
 Lulu Jolliff, Cherry Hospital
 Judy Kurzer, Caswell Training School
 Leon Norman, North Carolina Department of Social Services
 Roy Selby, Mid-East Community Comprehensive Health Planning
 Jerry Smith, Wilson County Department of Social Services
 Marshall Smith, Cherry Hospital
 Rachel Payne Sugg, Greene County Department of Social Services
 Willis Sutton, Pamlico County Department of Social Services
 Maxine Warren, Edgecombe-Nash Mental Health Center

WILMINGTON

Sue Applewhite, Onslow County Department of Social Services
 Jessie Bey, Pembroke State University
 Valera Bissett, Robeson County Department of Social Services
 Delilah Blanks, University of North Carolina at Wilmington
 Sid Bradsher, Family Service
 William Browder, University of North Carolina at Wilmington
 O. Morton Congleton, Fayetteville Council of Government
 Elizabeth Covington, Columbus County Mental Health Center
 Ann Davis, Womack Army Hospital
 Robert Eason, Carteret County Department of Social Services
 Lewis Gallant, Womack Army Hospital

Lela Moore Hall, New Hanover County Department of Social Services

E. L. Hauser, Cumberland County Department of Social Services
Betty S. Johnson

Ronald Knopf, Wilmington Youth Help

William Lamb, State Division of Social Services

Robert Lee Mangum, Robeson County Church and Community Center

Mrs. L. M. Merrill

William Schmidt, Wilmington Family Planning Program

Kay Sebian, League of Women Voters

Edward C. Sexton, Onslow County Department of Social Services

James Slager, University of North Carolina at Wilmington

Robert Stewart, Region 3 Division of Social Services

Daniel Todd, Pembroke State University

Jerri White, Bladen County Department of Social Services



GENERAL INFORMATION

AREA

Chapel Hill is a classic university town set in the Piedmont section of North Carolina. With a town-county population of about 58,000, the area is greatly influenced by the presence of the University of North Carolina and numerous other colleges and universities close-by.

Durham is 10 miles away; Raleigh, the State Capitol, is 30 miles; Greensboro, 50 miles. Chapel Hill, which is affectionately referred to as "The Southern Part of Heaven," can be reached by U. S. 15-501 and N. C. 54. There is bus service into town and limousine service to the Raleigh-Durham Airport, 18 miles away.

The town's yearly mean temperature is 60 degrees. Located midway between the state's mountains and seashores, Chapel Hill is an area richly contrasted by modern medical complexes, historic restorations, industrial research centers and crafts/pottery artists.

UNIVERSITY

In 1795, the University of North Carolina at Chapel Hill became the first state university to open its doors to students. It has developed into a present day internationally known center for research and scholarship with a student enrollment of over 20,000.

Its graduate and professional programs offer degrees in over 50 fields, including liberal arts, the natural, physical and social sciences, law, medicine, pharmacy, nursing, public health and business. The students in these programs have access to library and other resources at North Carolina State University in Raleigh and Duke University in Durham. These three universities enjoy computer facilities at the Research Triangle Park.

UNC-CH is accredited by the Southern Association of Colleges and Secondary Schools and is a member of the American Association of Universities.

Students of all races are equally welcome in the University of North Carolina. Persons of all racial backgrounds may apply for and accept admission, confident that the policy and regular practice of the institution will protect them from discrimination.

SCHOOL

The School of Social Work at UNC-CH enjoys a history of graduate education expanding over 55 years. Throughout its history, the School has demonstrated a strong commitment to public service and to affecting and being effected by trends in the practice of social work. Beginning in 1920 as the School of Public Welfare, it has moved through the years into the School of Public Administration with a Division of Public Welfare and Social Work, to the present School of Social Work. The School is one of the seven units of the Division of Professional Schools in the Graduate School at UNC-CH. It has been accredited continuously by the Council on Social Work Education since that national accrediting body was established in 1952.

At present the School awards the Master of Social Work degree, offers training and consultation in child care, and provides other special programs such as the current one in social service planning.

FIELD INSTRUCTION

Field instruction, or the social work practicum, provides students with human services practice opportunities. These are coordinated with each student's chosen curriculum concentration and specialization. Students in Concentration A begin their field experience in the first semester and this continues through the program (SoWo 104, 221, 222, and 223). Students in Concentration B complete their field program (SoWo 224-1, 2 and 3) in their last three semesters of study.

During the field practice experience, the student is expected to

build upon and apply the principles, concepts and theories learned in classes which are taught concurrently. The student is encouraged to develop discipline in the use of self as a professional person. The first year field experience focuses on the development of basic knowledge and skills which provide a foundation for the chosen curriculum concentration. The second year provides opportunities for increased knowledge and deepening skills in a specialized study.

A diversification of practice settings enables the student to learn to work with individuals, families, groups and with community and organizational systems. Specifically, these settings may include family and childrens' services, medical and rehabilitative services, comprehensive community mental health services, social planning agencies, community development and organization programs, housing programs and other specialized programs.

Field assignments for full time students are located within Chapel Hill and a 75 mile radius thereof and require that students have use of an automobile. It is possible for a limited number of students to accelerate their educational program by undertaking a full-time summer field assignment.

WORK-STUDY PROGRAM

The School maintains work-study centers in several areas of the State, thus allowing employed social workers an opportunity to complete the first half of the Master of Social Work degree while remaining on the job. In Fall Semester, 1976 students will be admitted to centers located in Asheville, Charlotte, Durham, and Fayetteville. Admission to the center in southeastern North Carolina rotates each year; in 1977 students will be admitted to the Wilmington center. The centers are mobile and their availability is dependent upon both sufficient numbers of qualified applicants and financial resources. At any given site, the center will be available to students through completion of the work-study program.

Work-study students are selected by the same admission process and criteria as for on-campus students. In addition, work-study students are required to be full-time employees in a social service capacity. They must be granted educational leave by their employing agency for the one day each week that they spend in class and for time spent outside the agency, if the student elects to do the field placement in a social service agency other than the employing agency.

Work-study applicants are encouraged to apply to the School of Social Work by early spring. Late applicants who are qualified will be admitted only if space is available.

GROUP CHILD CARE CONSULTANT SERVICES

Group Child Care Consultant Services (GCCCS) is a division of the School of Social Work. GCCCS offers consultation, study, evaluation, research, and training in approximately eighty member agencies serving children and youth in twenty-one states. Agencies in North Carolina and South Carolina are assisted by the Duke Endowment Fund to obtain consultation service at reduced cost to the agencies. Con-

sultation includes program planning, in-service training and staff development.

Continuing educational programs are provided throughout the year for child care workers (house parents), direct service and supervisory social workers, and executives of agencies serving children, youth and their families. These include two day seminars for social workers, a 144 hour certificate training program and one-week workshops. The latter two are for all types of child care personnel.

For further information, write to the Executive Director, GCCCS, University of North Carolina, 300 Battle Hall, Chapel Hill, North Carolina 27514.

INSTITUTE FOR SOCIAL SERVICE PLANNING

Through a grant from Region IV of the Department of Health, Education, and Welfare, the School of Social Work established an Institute for Social Service Planning in the Fall of 1975. The mission of the Institute is to develop and coordinate materials and faculty resources for regional and local training in social service planning. A steering committee made up of School faculty members, state and local administrators, and representatives from other University units advises the Institute staff on policy and operational matters. During the 1975-76 academic year, five regional workshops will be held in different southeastern states for key social service planners, program administrators, and training specialists.



CURRICULUM INFORMATION

The School of Social Work provides a course of study and practice, including class and field work assignments, leading to the Master of Social Work degree. The objectives of the curriculum are to provide students with basic social work practice knowledge, methods, and skills and to provide competence and expertise in a specialized field. Two curriculum concentrations are offered within the context of the basic social work values, methods, and ethics. These are:

Concentration A — Services to Individuals, Families and Groups

Concentration B — Organizational and Community Services

Within each of the concentrations, a student is offered courses

in the first year which are basic to the concentration chosen. Most of the courses are required, however, there is some opportunity to elect within the School or in some other division of the University. In the second year, a student may specialize in designated areas by selecting a study cluster or major which is composed of offerings both in the School and in other University divisions. Field work placements are selected to coordinate with the cluster or major.

Course requirements described in subsequent descriptions of the concentrations are currently in operation and should relate to those required in 1976. Students will be advised of the specific requirements of their particular plan of study at initial registration in the School.

CONCENTRATION A — SERVICES TO INDIVIDUALS, FAMILIES AND GROUPS

The aim of this concentration is to provide students with a knowledge base and corresponding skills to formulate and provide social work services which enhance the social functioning of individuals, families and groups. The focus of study is the social worker's engagement with the configuration of the small client system, social needs/problems, and social service delivery. These elements are considered in a range of helping models and in light of appropriate behavioral and social science research data and methodologies.

A two year program of study and practice is offered as follows:

First Year

The objective for first year is to provide a foundation for beginning direct service practice and a preparation for advanced practice. A first year student currently is required to complete the following courses:

First Semester

SoWo 100
SoWo 101
SoWo 102
SoWo 103
SoWo 104

Second Semester

SoWo 200
SoWo 201
SoWo 221
SoWo 225
Elective

Second Year

The second year program is designated to broaden the Student's knowledge base in preparation for advanced direct service practice. Emphasis is on differential use of skills in problem assessment and in planning, implementing, and evaluating services. In addition, each student is expected to select a study cluster of courses in one of three currently available areas: family and child welfare, health, or mental health.

Within and related to the selected cluster, the following types of courses must be completed:

3 Hours - Behavioral Science	6 Hours - Methods
3 Hours - Social Policy	12 Hours - Field Practice
3 Hours - Research	3 Hours - Free Elective

The manner in which these 30 semester hours are completed is by an option system. The students are offered a variety of courses which will

fulfill the behavioral science, policy and methods requirements. In the research requirement, the student may elect to write a group or individual essay (SoWo 300) or complete an advanced research course (SoWo 290).

CONCENTRATION B — ORGANIZATIONAL AND COMMUNITY SERVICES

The aim of this concentration is to integrate the areas of social policy, social planning, community organization and administration into a knowledge skill base which will enable students to practice social work at the organizational or community level. Study emphasis is given to an array of social interventions directed towards influencing the nature and functioning of communities and human service organizations. The program involves two academic years of study.

First Year

The first year serves as an introduction to and foundation for the practice of planning, management, and community organization. The first semester is spent in classroom work; in the second semester, field work assignments are required along with classroom work. A first year student currently is required to complete the following courses:

First Semester

SoWo 101
SoWo 102
SoWo 232
SoWo 250
SoWo 276

Second Semester

SoWo 201
SoWo 224
SoWo 275
SoWo 291
Elective

Second Year

The second year of study enables students to major in either "Community Organization/Social Planning" or "Management/Development of Human Service Resources." A minor may be selected from a wide range of substantive areas, including the clusters in Concentration A and courses drawn from other University units. A second year student currently is required to complete the following program:

Major

6 hours from several courses
offered in the major area
12 hours in related field work
program
3 hours of essay related to
major area

Minor

6 hours of course work
related to minor area
—
3 hours free elective

"Community Organization/Social Planning" identifies the professional processes of social work directed towards intervention or change in social institutions and communities. These processes are used to help solve or prevent, on a community-wide basis, the problems which contribute to, and result from, social dysfunction. Community organization and social planning take place in a variety of occupational and fields of service. The second year classroom and field curriculum builds upon three areas:

1. a knowledge base of community organization and social planning;
2. skill in performing professional functions; and
3. identification with the values and ethics of the social work profession.

"Management/Development of Human Service Resources" identifies a range of social work activities generally associated with supervision, staff development, administration, and organizational development. "Management" refers to those processes involved in conceiving, constructing, installing, maintaining, and changing those operational systems which enable human service enterprises to pursue opportunities on behalf of people with social needs. "Development" refers to those activities directed towards the stimulation, mobilization, and preparation of either conditions or talents for effective human services. "Human Service Resources" refer to organizations and personnel which formally contribute to the welfare of a population. The second year in this area is designed to prepare social workers to participate in the systematic diagnosis and treatment of administrative, structural, and human resource problems.

CURRICULUM PLAN FOR WORK-STUDY

The course requirements for Work-Study students are the same as those described in each concentration for the first year students in on-campus study.

Concentration A — Concentration in Services to Individuals, Families and Groups is available to work-study students in the Asheville, Charlotte, and Fayetteville/Wilmington centers. Students are admitted to the center within commute distance of their living area. Concentration B — Concentration in Organization in Organizational and Community Services is available to work-study students in the Durham center and applications are accepted on a state-wide basis.

First year graduate courses are provided over a two year (four semester) period of time. The program is arranged so that students can meet a major portion of their agency responsibilities while pursuing graduate work. Students generally take two courses in each of the four semesters during their work-study program. A typical schedule for work-study students would be as follows:

CONCENTRATION A		CONCENTRATION B	
1st Semester	2nd Semester	1st Semester	2nd Semester
SoWo 100	SoWo 200	SoWo 101	SoWo 201
SoWo 101	SoWo 201	SoWo 102	SoWo 232
3rd Semester	4th Semester	3rd Semester	4th Semester
SoWo 103	SoWo 102	SoWo 275	SoWo 276
SoWo 225	Elective	SoWo 250	SoWo 291
SoWo 104	SoWo 221		SoWo 224-1

Field instruction for Concentration A students is scheduled to begin in the fall semester of the second year of the work-study program. Placements may be done in the student's employing agency or in another social work agency. Placements may be completed in a

block (1 semester, four days per week) or concurrent (2 semesters, two days per week) pattern.

The field project for Concentration B students is scheduled to take place in the spring semester of the second year of the work-study program. The project is carried out in the student's employing agency. All placements for both concentrations must be approved by the School.

ADVISING SYSTEM

Each student on admission is assigned an advisor who serves generally for one year as an educational consultant, approving the student's course of study, acting as liaison person between the School and the agency in which field instruction is completed, and serving as consultant and advocate in case of educational, financial and other problems. Students are assigned to advisors according to field assignments. Faculty members serve as liaison to specific agencies; all students placed in that agency are advisees of that liaison person.

Since the second year field placement is completed in a different agency, there generally is a change in advisors in the second year of study. This advisor serves the same functions and writes the School's letter of reference for the student prior to graduation. This is shared with the student and, along with an official transcript, constitutes the alumni file for the student.

DEGREE REQUIREMENTS

Formal application for admission to candidacy for an advanced degree is required. This is made during the second year of study. Approval of the application is dependent on the previous work of the student as shown by his undergraduate record; the record made in the Graduate School prior to the time when the application is filed; the certification, by the School of Social Work, that the student is qualified to continue advanced work with a program of work prepared in satisfaction of the requirements for the degree; and the removal of any special conditions imposed by the School of Social Work or by the Administrative Board of the Graduate School.

Grades for each course must carry one of the following graduate grades: H - Clear Excellence; P - Entirely Satisfactory; L - Low passing; F - Failed; INC - Work incomplete. The student is expected to obtain a grade of P or better in all courses, including field practice. A student receiving any grade of F is ineligible to continue in the School of Social Work. A student receiving grades of L on three courses or on 12 semester hours (whichever comes first) is ineligible to continue in the School of Social Work. When special circumstances warrant, students made ineligible may be reinstated upon petition by the School of Social Work to the Dean of the Graduate School. Grades of Incomplete must be removed within one calendar year from the date they are received. Failure to remove the grade in time results in an automatic F and makes the student ineligible to continue.

Work taken more than five years before the date at which the master's degree is expected may not be used to count for credit toward that degree.

CREDIT HOURS

1. The number of credit hours **currently** required for students in Concentration A is 59 semester hours. For Concentration B, it is 60 semester hours. It is anticipated that these requirements will be the same for students entering in Fall 1976, however, information on exact requirements will be furnished at the time of initial registration in the School.
2. Persons who pass exemption exams may deduct the appropriate hours from the overall requirement.
3. Students may be allowed to transfer up to six semester hours of satisfactorily completed and appropriate graduate work toward meeting the overall requirement. Final approval for transfer is made by the Director of Studies in the School.
4. Students who transfer from other accredited graduate schools of social work must complete in the two schools the overall credit requirement as described in item 1 above. A minimum of 30 semester hours must be taken in residence at the University of North Carolina at Chapel Hill.
5. Students granted advanced standing on the basis of an undergraduate degree in social work are required to complete 30 semester hours at The University of North Carolina at Chapel Hill.

EXAMINATIONS

Candidates for the M.S.W. degree are required to pass all course examinations at the end of each semester of residence using the H-P-L-F system described earlier in this bulletin. In addition, a written or oral comprehensive examination in the field of curriculum concentration must be satisfactorily completed in the second semester of the second year.

Examinations in courses and on the comprehensive examination must satisfy the curriculum concentration committee that the candidate, as may be reasonably expected, possesses such knowledge of social work theory that he/she both can draw upon knowledge properly and accurately and can reflect thinking in areas not limited just to the courses completed.

At least one week prior to the end of the final semester, the School recommends students for graduation to the Dean of the Graduate School. If the record is satisfactory and if all degree requirements are met, the Dean, in turn, recommends the student for final graduation approval to the University faculty and the Board of Trustees.



ADMISSIONS AND FINANCIAL AID

ADMISSIONS

The School of Social Work admits new students for fall semester only, except in very rare circumstances. Admission is to the Graduate School of the University of North Carolina and to the School of Social Work. Applicants must be recommended by the School of Social Work to the Graduate School before being admitted. Persons should request application materials from the Director of Admissions, School of Social Work, 223 E. Franklin Street, Chapel Hill, North Carolina 27514. A complete packet of materials, including those required by both the Graduate School and the School of Social Work will be furnished. A non-refundable application fee is required by the Graduate School.

The basic admission requirements are as follows:

1. A bachelor's degree from an accredited college or university.
2. A grade point average of 3.0 (on a 4.0 scale) for the last two years of undergraduate study.
or
3. A score of at least 1000 on the aptitude section of the Graduate Record Examination. Regardless of the grade point average, a score on this examination is required.
4. A broad liberal arts background with substantive preparation in the social sciences and the humanities.
5. Social Work experience is not a basic requirement but applicants with such are given priority in admission. In Concentration B, particularly, preference is given to those applicants with practice experience, high interest in those areas identified by the concentration, and demonstrated evidence of clear career goals.

A personal interview may be required. Potential applicants, who wish to learn about any part of the School should contact the Admissions Office of the School.

ADMISSIONS PROCEDURES

Applicants are responsible for making sure that all required documents, including official transcripts and appropriate letters of reference, are in the School of Social Work file by March 1 prior to the fall semester for which they are applying. Only files completed by the deadline are reviewed and the application packet contains a list of items needed for a complete file. Applicants are requested to complete their folder by mid-January if possible. However, decisions are made only after all folders completed by the deadline are reviewed.

In completing the School of Social Work application, applicants are requested to identify the curriculum concentration in which they wish to study. The completed folder is reviewed initially by the Admissions Committee for the basic requirements listed in the previous section of this bulletin. In occasional circumstances, particularly when the applicant has successful social work experience and clearly supportive references, the Committee will recommend an applicant without the needed grade point average or GRE score. From the general review, the application is reviewed in comparison to those of other persons who applied for the same curriculum concentration. Decisions are based on academic preparation, intellectual capacity, knowledge of and experience in the field of social work, and evidence of motivation to develop a personal discipline consistent with professional requirements.

The personal narrative, which is requested as a part of the School of Social Work application, is considered by the Admissions Committee to be a particularly important part of the folder for making decisions. Applicants are encouraged to consider it as an opportunity to communicate reasons for choosing social work as a career and to share any appropriate information unique to their situation.

As a final part of the Admissions Committee review, applications to be accepted and those to compose a waiting list are submitted to the appropriate Concentration Chairperson. The latter individual may request a personal interview before a final decision is made. Recommendations on applications are sent to the Graduate School, where a final decision is made. The Associate Dean in charge of admissions in that unit notifies the applicant usually in late March or early April.

Applications for on-campus study, including first year, transfer and advanced standing, and for Work-Study follow the same process. For Work-Study applicants, however, the deadline is April 1. For transfer, advanced standing and Work-Study applicants, there are additional materials to be completed; these are identified in the application packets.

ADMISSIONS WITH ADVANCED STANDING

Advanced Standing is available only in Concentration A — Services to Individuals, Families and Groups. Graduates of undergraduate social work programs which are accredited by the Council on Social Work Education, who meet specific course requirements, and who graduated no more than three years prior to the initial registration in the School of Social Work at UNC-CH are eligible to apply for a limited number of advanced standing positions.

The undergraduate major work is considered equivalent to the first year of graduate study. At UNC-CH, work toward a master's degree must be completed within a five year period. Thus, the Advanced Standing year and the M.S.W. must be **completed** no later than in the fourth year after the bachelor's degree.

Generally, applicants from programs accredited at the time of their graduation can complete the M.S.W. degree in one academic year, two full-time semesters in residence. Such students join the second year class. Special orientation, however, is believed necessary and students might be requested to come to School earlier than the returning second year students. Information on any special orientation will be made at time of acceptance notification.

After indicating a preference for Advanced Standing in the School of Social Work application, the applicant will be required to furnish information on the undergraduate program and specifically on the undergraduate field placement. A copy of the field placement evaluation is required for a completed folder.

The specific course requirements to be met **prior** to initial registration in the School of Social Work are:

1. A satisfactorily completed direct service field placement of at least 300 clock hours under M.S.W. supervision.
2. Satisfactorily completed courses in the following areas:
 - a. Research Methods, one course (a statistics course is not acceptable)
 - b. Social Welfare Policy, two courses
 - c. Social Work Methods, two courses
 - d. Human Behavior and Social Environment, two courses

3. A minimum of 18 semester hours of satisfactorily completed courses in other areas of social science.

Applicants who are graduates of schools not yet accredited by the Council on Social Work Education but who have course work which duplicates course work required by this School may be eligible to take exemption exams for those courses. Such exams are available currently in Social Work Methods, Research Methods, and Social Policy. The applicant should take the exam(s) during orientation. These are evaluated in time for the student to register appropriately for the first semester. The overall credit requirement is reduced according to the semester hours of the courses exempted.

FINANCIAL AID

Sources of financial assistance are very limited. It is the responsibility of each applicant to work out a plan for financial support for his/her program. While the School of Social Work attempts to assist students in their financial planning, it cannot be responsible for a student's financial obligation. A few stipends are available for full-time students and several assistantships (jobs) are available within the School. If an applicant cannot attend school without financial assistance, this should be indicated on the School of Social Work application and a financial aid request form will be furnished after acceptance. Decisions on all School stipends are made after July 15 each year.

Loans are used frequently for graduate study. Details about University, Federal, and State loan sources can be obtained by writing the Director of Student Aid, Vance Hall, The University of North Carolina at Chapel Hill. Early applications are encouraged. The North Carolina Rural Rehabilitation Corporation in Raleigh, North Carolina also maintains a loan fund from which social work students can borrow on a low interest, deferred payment basis. Applications should be made to North Carolina Rural Rehabilitation Corporation, North Carolina Department of Agriculture, P. O. Box 27647, Raleigh, North Carolina 27611.

Minority Students can request financial assistance from the National Fellowship Fund (795 Peachtree Street, N. E., Atlanta, Georgia 30308), and the Opportunity Fellowship Program (111 50th Street, New York, New York 10020). There is also a special fund in the Student Aid Office for Graduate minority students.

Women who have experienced interruptions of their careers, who are over 21 years of age, and who are residents of the "Southern region of the United States," can apply for a Duiguid Fellowship. Write: Duiguid Fellowships, 795 Peachtree Street, N.E., Suite 484, Atlanta, Georgia 30308.

Some social service agencies award to social work students stipends which carry a commitment to work a year after graduation for each year the stipend was received. Applicants should inquire about such stipends at the North Carolina Department of Social Services and other human service-related departments in other states.



COURSES OF INSTRUCTION

Students admitted to the School of Social Work are given preference in the registration of courses offered by the School. Students from other departments may elect courses in Social Work and be awarded credit in their own program if approved by the major department or School. Social Work students may elect courses from other academic units with the approval of the Concentration chairperson or the Director of Studies.

The Courses described below are offered currently by the School of Social Work, however, the listing of a course in the **Record** does not obligate the University to give the course in any particular year.

**COURSES FOR GRADUATES AND
ADVANCED UNDERGRADUATES**

- 100 Perspectives on Human Behavior and Social Environment I 3 Hours**
A course designed to enable social work students to begin their professional development by acquiring knowledge of human behavior from a social systems perspective. This includes an exploration of the nature of social systems and a study of cultural, family, and individual transactions.
- 101 Foundations of Social Welfare and Social Work I 2 Hours**
An investigation of the socio-cultural, economic and political factors which influence both the understanding of social issues and the evaluation of the contemporary American social welfare policies and programs.
- 102 Social Work Research I 3 Hours**
An overview of the assumptions underlying scientific methods and the applicability of various research designs in either developing knowledge relative to some problem area or in assessing the results of various intervention strategies applied by social workers.
- 103 Professional Interaction and Communication 2 Hours**
A course to aid in the development of interviewing and diagnostic skills; basic interactional, relationship and communication theory. Lecture and class discussion using material from practicum.
- 104 Social Work Practicum I 4 Hours**
A practicum for Concentration A students to provide opportunities to learn beginning practice skills and to identify and critically appraise the social worker's operational activities within the context of organizations and systems designed to meet human need. All day Tuesday and Thursday. Special fee: \$75.00 per semester.
- 105 Disorders of Development and Learning in Childhood (Psychology 105, Maternal and Child Health 105) 2 Hours**
Interdisciplinary approach to developmental problems in children. Overview of etiological factors, diagnostic and management techniques. Lecture and discussion; individual and group projects. Behavioral Science course.
- 105L Laboratory for 105 1 Hour**
- 106 Racism: Implications for Human Services 3 Hours**
An opportunity to examine the forces of racism on individuals, groups, and institutions and to explore these forces in the context of implications for practice in the human services professions.

- 140 Suicidology and Crisis Intervention 3 Hours**
Study of suicide and self-destructive behavior within the context of cultural attitudes towards death and psychosocial environments. Historical, philosophical, and legal perspectives; epidemiologic and demographic variables; theory and dynamics; clinical management and research.

COURSES FOR GRADUATES

- 200 Perspectives on Human Behavior and Social Environment II 2 Hours**
A study of the life cycle from prenatal life through old age with emphasis on maturational crises and their relevance to social service intervention. The perspective of Erik Erikson provides the framework. SoWo 100 is prerequisite.
- 201 Foundation of Social Welfare and Social Work II 3 Hours**
A study of significant contemporary social welfare policies and the effectiveness of social service programs administered under those policies. SoWo 101 prerequisite or permission of instructor.
- 205 Human Values and Social Problems 3 Hours**
A consideration of the nature of human values, personal and professional, as a factor in shaping human behavior and in the definition and selection of approaches toward the resolution of social problems.
- 206 Women In Social Work: Practitioners and Clients 3 Hours**
An examination of theory and research concerning the participation of women as social work practitioners and as clients of the helping professions including implications for the organization and delivery of services and social policy.
- 221 SOCIAL WORK PRACTICUM II 4 Hours**
Prerequisite successful completion of Practicum I. The student becomes directly engaged in the providing of professional services and is involved in translating theory into practice and learning skills appropriate to the learning objectives of the chosen concentration. All day Tuesday and Thursday. Special fee: \$75.00 per semester.
- 222 Social Work Practicum III 6 Hours**
A second year practicum to provide students with the opportunity to further develop practice skills in the area of the concentration and to provide opportunities to apply these skills and knowledge to a specialized area such as Mental Health, Health, and Family/Child Welfare. All day Monday, Wednesday and Friday. Special fee: \$75.00 per semester.
- 223 Social Work Practicum IV 6 Hours**
Final Concentration A practicum offering the student in-depth

development, integration and reinforcement of competence through performance in their specialized area. All day Monday, Wednesday and Friday. Special fee: \$75.00 per semester.

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|------------|--|--------------|----------------|
| 224 | Field Instruction Program
(Concentration B) | 224-1 | 4 Hours |
| | | 224-2 | 6 Hours |
| | | 224-3 | 6 Hours |

A field instruction program to offer the student opportunity to learn and perform important roles, tasks and functions of a social work practitioner. The program is problem-focused in the areas of community organization and planning, management and administration, and social policy development/analysis. Field instruction settings are considered on the basis of the student's educational needs, experiences, interests, and career goals. Four semester hours generally are completed in the second semester of the first year and twelve semester hours in the second year.

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|------------|---|----------------|
| 225 | Theoretical Bases for Services to
Individuals, Families and Small Groups | 3 Hours |
|------------|---|----------------|

A course in which selected approaches and intervention models are presented, analyzed, and evaluated. Emphasis on providing students with systematic framework to accomplish these tasks and to guide direct work with various small client systems.

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|------------|---|----------------|
| 226 | Social Work Services to Families | 3 Hours |
|------------|---|----------------|

The focus of this course is on the family as the unit of social work treatment and introduces the student to the theory and practice of family therapy. Stress is placed on patterns of family communication and interaction. Methods course.

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|------------|--|----------------|
| 227 | Social Work Services to Individuals | 3 Hours |
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A course in helping process in working with individuals. Selected theories are applied to the differential assessment, goal setting, and interventive strategies related to a variety of problems of increasing complexity. Methods course.

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|------------|--------------------------------|----------------|
| 228 | Social Work With Groups | 3 Hours |
|------------|--------------------------------|----------------|

A course in which theories of social groups are presented, emphasizing worker tasks at each stage of group development. Students are expected to relate theoretical content to current field practice. Methods course.

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|------------|---|----------------|
| 229 | Principles and Problems of Agency
Child Care | 3 Hours |
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An examination of process, structure and principles involved in caring for children away from their own homes, or where separation from home is in question. Foster family, group and part-time care, placement for adoption, counseling and protective services. Readings, papers, and class discussion. Policy course.

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|------------|--|----------------|
| 230 | Psychopathology of Human Behavior | 3 Hours |
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A course designed both to engage students in a study of psycho-social behaviors which are considered maladaptive in today's

American society with consideration of social work techniques believed appropriate in working with these behaviors and to introduce some mental health procedures which enhance clinical service. Behavioral Science course.

- 231 Perspectives on the Family 3 Hours**
An examination of the strengths and weaknesses of the family as an institution and as a small group. Problems of particular interest to social work practitioners are stressed. Behavioral Science course.
- 232 Small Group Theory 3 Hours**
A course designed to acquaint students with the basic principles of group dynamics and their use in social work practice. Selected concepts from the literature are suggested as a basis for reading and experiential learning.
- 240 Biological Processes and Interventive Strategies 3 Hours**
An overview of biological processes at designated developmental phases in the life cycle of humans in such a manner as to suggest major points and strategies for social work intervention. Behavioral Science course.
- 241 Social Components of Health Care 3 Hours**
This course is concerned with rationale, issues and problems related to the growing concept of quality health care as right of all. New programs and proposals for delivery of health services will be considered along with implications for social work practice. Social Policy course.
- 242 Application of Socio-Behavioral Techniques To Social Work Practice 3 Hours**
An examination of socio-behavioral techniques appropriate for application to social work practice. Readings, papers and discussion will be specifically related to each student's field experience. Methods course.
- 243 Marriage Counseling 3 Hours**
A clinical seminar which analyzes the operations and character of marriage counseling as a human service technique. Methods course.
- 244 Mental Retardation and Social Work 3 Hours**
An examination of mental retardation as an individual and social problem from various perspectives: definition, epidemiology, historical trends, behavioral functioning, impact on family, community, and the role of social work in service delivery. Social Policy course.
- 250 Theoretical Bases For Services to Larger Groups, Communities and Institutional Systems 3 Hours**
Community and organizational contexts for practice are examined along with principles on which community work is based.

The knowledge required to participate effectively as a professional in community planning, organizing and problem solving is identified.

251 Citizen Participation and Grass Roots Organization 3 Hours

The role of the social worker in facilitating citizen participation and in the development of grass roots organizations for problem solving, community action, and improvement are analyzed and methods for practice are identified.

252 Planning and Coordinating for Problem Solving and Service Delivery 3 Hours

Review of agencies engaged in planning, coordinating, and interorganizational functions. Examination of theories, perspectives and procedures in social planning. Identification of knowledge and skills necessary to problem solution.

260 Politics of Social Program Administration 3 Hours

An exploration of the constraints on local program administration as a result of contemporary issues and innovations in local governance and the effects of these on the delivery of social services.

275 Design, Management, and Evaluation of Service Organizations 3 Hours

A review of forces and aspirations creating formal organizations, the functions and dysfunctions of such organizations, and the processes designed to cope with inter- and intra-organizational conflicts.

276 Principles and Practice of Administration 3 Hours

The functions and tasks of management are examined in the context of management science theory and human services culture and operations.

277 Human Resource Planning and Development 3 Hours

Principles and practices of supervision are examined in the context of historical trends, increased emphasis on accountability, and changing personnel patterns.

278 Training and Development 3 Hours

A laboratory course in the design of action programs aimed at the installation of new behavior and processes in organizations.

280 Introduction to Concepts and Programming For Community Mental Health 3 Hours

A course designed to provide a comprehensive understanding of the organization and delivery of community mental health services, with an effort to integrate concepts from several other human service disciplines. Social Policy course.

285 Analysis of Income Maintenance Systems 3 Hours

An examination of programs for economic security, including

national employment policies, fiscal policies, and income maintenance programs. Emphasis is placed on the problem identification and formulation phase of policy making. Criteria are developed by which the student learns to analyze policies and programs with respect to effectiveness and efficiency. Income maintenance programs in other nations are examined.

286 Analysis of Social Service Systems 3 Hours

This course examines the various systems into which social services are organized and by which they are delivered. Using the criteria developed for income security programs in SoWo 285 students will analyze the organization of social services with special reference to problems in the delivery of the services to varying population groups. Economic, social, professional, and racial barriers to service delivery will be examined as will the problems related to effective planning of service systems. Prerequisite, second-year standing.

287 Social Work and the Law 3 Hours

Seminar on law as a resource in social work practice, with emphasis on areas where the two professions frequently meet, i.e., public welfare, juvenile court, family law, adoptions, etc. Examines attitudes of law and social work toward each other, development and complexity of law, basic constitutional principles as applied to socio-legal institutions, the adversary process as a method of seeking truth, role of courts and the attorney, similarities and differences in the two professions. Social Policy Course.

288 Social Work Administration 3 Hours

A seminar which examines issues and processes of managing social service organizations and enterprises.

289 Legislative Process in Social Welfare 3 Hours

Study of selected social welfare issues illustrating ways in which state and national legislative processes make their intended and unintended consequences felt on programs and populations. Social Policy Course.

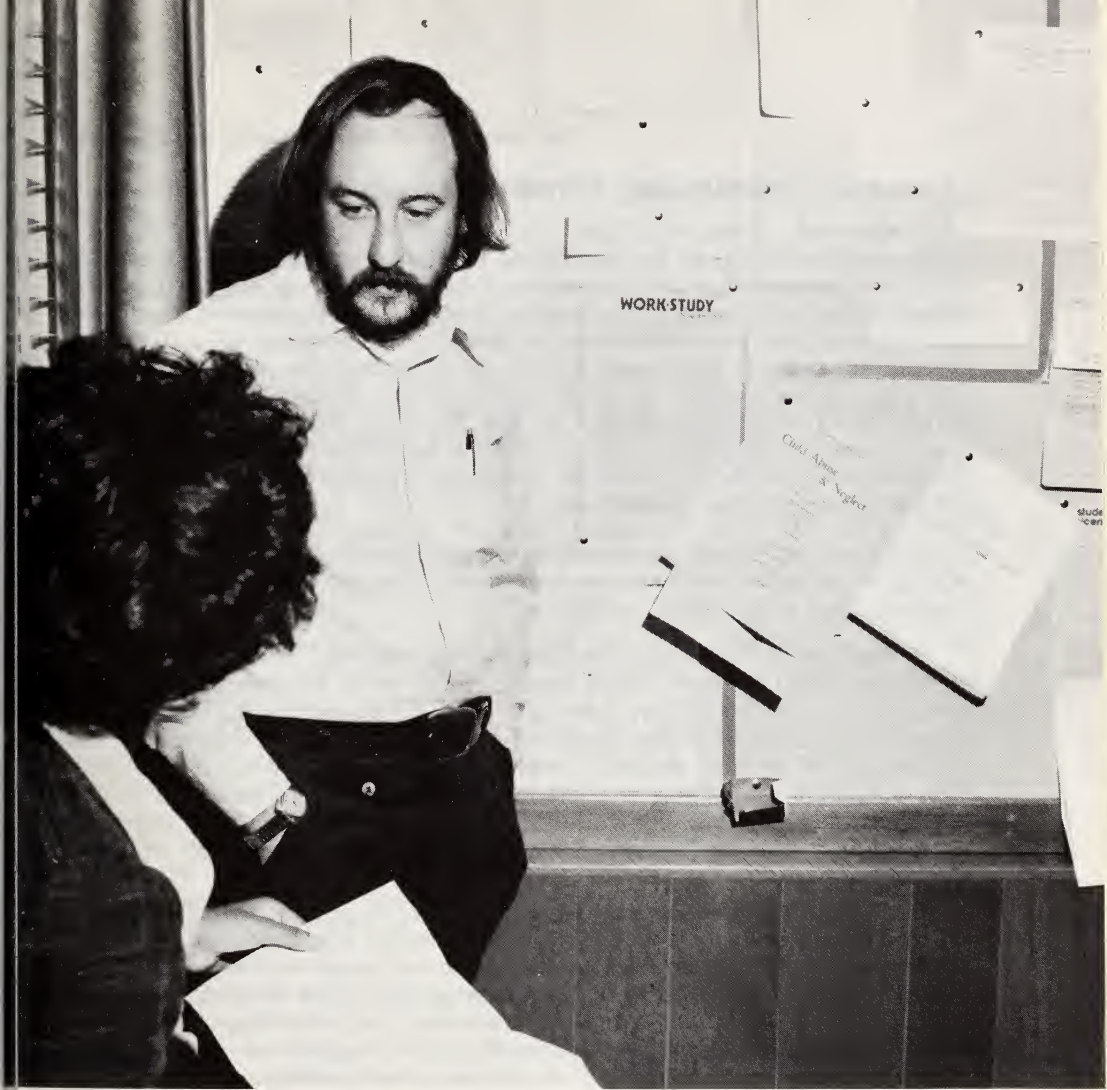
290 Social Work Research II 3 Hours

Designed to explore basic principles and to provide advanced instruction in data analysis, including the construction and analysis of tables, statistical tests, and introduction to the use of computer programs.

291 Analytic Tools in Planning and Administration 3 Hours

To provide an introductory acquaintance with, and use of, a number of diagnostic, analytic and evaluative techniques and methods as a data base for social planning and administration. Such tools include, for example, cost-benefit, program budgeting, needs assessment, social indicators, area analysis and management information systems.

300	Seminar: Studies In Social Work Process	3 Hours
	Successful completion of a substantial study, professional in content and in its manner of presentation, in which the student examines some problem or area of practice in which he has been engaged and supports his finding with evidence from his own learning, experience, and practice.	
301	Seminar In Advanced Practice	3 Hours
305	Seminar In Human Behavior and the Social Environment	3 Hours
311	Seminar In Social Policy	3 Hours
315	Seminar In Social Research	3 Hours
325	Seminar In Services to Individuals, Families and Small Group	1 to 3 Hours
350	Seminar In Services to Larger Groups, Communities and Institutional Systems	3 Hours
375	Seminar in Administration and Planning In Social Welfare	3 Hours
378	Seminar In Social Work Supervision	3 Hours
400	General Information	0 Hours



UNIVERSITY SERVICES AND REGULATIONS

TUITION AND FEES

The University reserves the right to make, with the approval of proper authorities, changes in tuition and any other fees at any time.

For the academic year 1975-1976, the tuition and fees for in-state residents studying full-time are \$307.00 per semester. This includes a \$75 per semester field work fee which helps cover some reimbursement to students for field travel and some expenses incurred in the management of the field work program. The out-of-state full-time study rate for 1975-1976 is \$1129.00 which also includes the \$75 per semester field work fee.

RESIDENCE STATUS FOR TUITION PAYMENT¹

General. Every applicant for admission is required to make a statement as to his or her length of residence in North Carolina. The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition a legal resident must have maintained his domicile in North Carolina for at least 12 months immediately prior to his classification as a resident for tuition purposes. In order to be eligible for such classification, the student must establish that his or her presence in the State during such twelve-month period was for purposes of maintaining a bona fide domicile rather than for purposes of mere temporary residence incident to enrollment in an institution of higher education.

Domicile. Domicile means one's permanent dwelling place of indefinite duration, as distinguished from a temporary place of abode; synonymous with "legal residence".

Burden of Proof and Statutory Presumptions. The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification. For a student to be classified a resident for tuition purposes, the balancing of all the evidence must produce a clear preponderance of the evidence supporting the assertion of in-state residence. Proof of residential status is controlled, initially, by two statutorily prescribed and complementary presumptions, which are stated in terms of prima facie evidence:

a. If the parents or court-appointed legal guardian of the student (without reference to the question of whether the student is a minor or an adult) are not domiciliaries (legal residents) of North Carolina, under the Statute this fact constitutes prima facie evidence that the student is not a domiciliary (legal resident), of North Carolina, unless the student has lived in this State the five consecutive years prior to enrolling or re-registering. The student must assume the burden of rebutting the prima facie showing by producing evidence that he or she, independently, is in fact a domiciliary (legal resident) of North Carolina, in spite of the nonresident status of his or her parents;

b. Conversely, if the parents of the student are domiciliaries of North Carolina under the Statute, this fact constitutes prima facie evidence that the student is a domiciliary of North Carolina. This prima facie evidence may also be rebutted by other evidence of legal residence. If the student has neither parents nor legal guardian, the prescribed prima facie evidence rule cannot and does not apply.

Statutory Exceptions

a. **Grace Period.** By virtue of the provisions of G.S. 116-143.1, if a student has been properly classified as a resident for tuition purposes, a change in that student's state of residence thereafter does not effect in all cases an immediate automatic loss of entitlement to the

¹The information in this section comes from three sources: (i) North Carolina General Statutes, Sec. 116-143.1; (ii) *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*, July 1975; (iii) Chancellor's Rules and Procedures for Residence Classification of Students for Tuition Purposes.

in-state tuition rate. To qualify for the grace period, the following conditions must be satisfied:

1. The student must have been properly classified as a resident for tuition purposes, on the basis of a valid finding that the student in fact was a legal resident of North Carolina and had been such for the requisite twelve-month period prior to classification;

2. At the time of subsequent change of legal residence to a state other than North Carolina, the student must have been enrolled in a public institution of higher education in North Carolina.

The extent of this grace period, during which the in-state rate is applicable in spite of the fact that the student is not a legal resident of North Carolina, is twelve months from the date of change in legal residence, plus any portion of a semester or academic term remaining, as of the expiration date of the twelve-month period, in which the student is enrolled.

b. **Qualifying Periods for Spouses.** By virtue of the provisions of G.S. 116-143.1, the prescribed twelve-month period of legal residence required for entitlement to classification as a resident for tuition purposes may be shortened on the basis of the marital status of the student, in specified circumstances. If a student otherwise can demonstrate compliance with the fundamental statutory requirement that he or she be a legal resident of North Carolina, the second statutory requirement relating to duration of residence may be satisfied derivatively, in less than twelve months, by reference to the length of the legal residence of the spouse of the student, if the spouse has been a legal resident of the State for the requisite twelve-month period.

Married Persons. The domicile of a married person, irrespective of sex, is determined by reference to all relevant evidence of domiciliary intent. No person shall be precluded, solely by reason of marriage to a person domiciled outside of North Carolina, from establishing or maintaining legal residence in North Carolina. No person shall be deemed, solely by reason of marriage to a person domiciled in North Carolina, to have established or maintained a legal residence in North Carolina. The fact of marriage and the place of domicile of his or her spouse shall be deemed relevant evidence to be considered in ascertaining domiciliary intent.

Minors. A minor is any person who has not reached the age of eighteen years. The domicile of a minor is that of the father. With a few exceptions noted below, this presumption is virtually irrebuttable. If the father is deceased, the domicile of the minor is that of the surviving mother. If the parents are divorced or legally separated, the domicile of the minor is that of the parent having custody by virtue of a court order; or, if no custody has been granted by virtue of court order, the domicile of the minor is that of the parent with whom he lives; or, if the minor lives with neither parent, in the absence of a custody award, the domicile of the minor is presumed to remain that of the father. Even though a person is a minor, under certain circumstances the person may be treated by the law as being sufficiently

independent from his parents as to enjoy a species of adulthood for legal purposes. The consequences, for present purposes, of such circumstances is that the affected person is presumed to be capable of establishing a domicile independent of that of the parents; it remains for that person to demonstrate that a separate domicile in fact has been established. The circumstances recognized as having the potentially emancipating effect are:

- a. Marriage of the minor person;
- b. Parental disclaimer of entitlement to the minor's earnings and the minor's proclamation and actual experience of financial independence from his parents, with the actual establishment and maintenance of a separate and independent place of residence.

Aliens. An alien holding a visa which will permit eventual permanent residence in the United States is subject to the same considerations as a citizen. An alien holding a visa which will not permit eventual permanent residence in the United States (for example, a student visa) cannot be classified as a resident.

Military Personnel. The domicile of a person employed by the Federal Government is not necessarily affected by assignment in or reassignment out of North Carolina. Such a person may establish domicile for himself by the usual requirements of residential act plus intent. No person shall lose his in-state residence status solely by serving in the armed forces outside of the State of North Carolina.

Property and Taxes. Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) shall be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual matriculation. A residential classification once assigned (and confirmed pursuant to any appellate process invoked) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic calendar.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial Residential Classification for tuition purposes.

The transfer into or admission to a different component of the same institution (e.g., from an undergraduate to a graduate or professional program) is not construed as a transfer from one institution to another and, thus, does not by itself require a reclassification inquiry unless (1) the affected student requests a reclassification inquiry or (2) the transfer or enrollment occurs following the lapse of more than one quarter, semester, or term during which the individual was not enrolled as a student.

Responsibility of Students. Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his or her case in writing to the admissions officer. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Office of Admission of these circumstances in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

It is the responsibility of the student to pay tuition at the rate charged and billed while an appeal is pending. In effect, the student who is classified as a nonresident at the time of tuition billing should pay the nonresident rate. Conversely, if a student is classified as a resident at the time of billing, he or she should pay the resident rate.

Appeals of Rulings of Admission Officers. A student appeal of a classification decision made by any admissions officer shall be filed by the student with that officer in writing and shall be transmitted to the Residence Status Committee by that officer, who shall not vote in that Committee on the disposition of such appeal. The student shall be notified of the date set for consideration of the appeal and, on request of the student, he or she shall be afforded an opportunity to appear and be heard by the Committee. Any student desiring to appeal a decision of the Residence Status Committee shall give notice in writing of that fact within 10 days of receipt by the student of the decision of the Residence Status Committee, and the basis for such appeal, to the Chairman of the Residence Status Committee, and the Chairman shall promptly transmit the appeal to the State Residence Committee.

A complete explanation of the statute and the procedures under the statute is contained in **A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes**. This manual and other information concerning the application of this law is available for inspection in the Admissions Offices of the University.

All students are responsible for knowledge of the contents of the statute and the **Manual**.

DIRECTORY INFORMATION

The University of North Carolina at Chapel Hill has routinely made public certain information about its students. Some typical ways this has been done include the following: names of students who are selected by the various honorary societies, who receive scholarships, who make the Dean's List, who hold offices, or who are members of athletic teams are frequently made public. To facilitate campus communication the University annually publishes the **Campus Directory**. Some professional and graduate school student groups publish directories of students in their departments or schools. The annual commencement program publishes the names of persons who have received degrees during the year.

The Family Educational Rights and Privacy Act defines the term

"directory information" to include the following categories of information: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The University will make public information about each student **limited** to these categories in ways such as those described above. Of course, information from all these categories is not made public in every listing. The **Campus Directory** for example, publishes only names, addresses and telephone numbers.

Students who do not wish to have any or all of such "directory information" made public without their prior consent must notify the Office of Records and Registration, The University of North Carolina at Chapel of this fact in a signed and dated statement specifying items that are not to be published. This notice must be received by the Office of Records and Registration by the end of the registration period for the semester or session of first enrollment, or, after an absence, of re-enrollment, and by the end of each fall registration period thereafter.

NONDISCRIMINATION POLICY

The University of North Carolina at Chapel Hill is committed to the principle of equal opportunity. It is the policy of this University not to discriminate on the basis of race, sex, color, national origin, religion, or handicap with regard to its students, employees, or applicants for admission or employment. Such discrimination is also prohibited by federal law. Any complaints alleging failure of this institution to follow this policy should be brought to the attention of the Assistant to the Chancellor.

HOUSING

The primary objective of the Department of University Housing at Chapel Hill is to provide a physical and psychological atmosphere conducive to each and every student having opportunity to develop to the utmost his or her personality, ability and sensitivity. The University provides residence hall accommodations for approximately 6600 registered student—undergraduate, graduate and professional men and women. Three hundred and six apartments are available for married students.

Information regarding residence hall accommodations is available by writing to: Department of University Housing, Contracts Office, Carr Building, The University of North Carolina at Chapel Hill, North Carolina 27514.

Information regarding married student housing is available by writing to: Manager, UNC Married Student Housing, Odum Village, Branson Street, Chapel Hill, North Carolina 27514.

STUDENT HEALTH SERVICE

In order to provide proper medical care and psychiatric counseling for the student, the University employs eleven full-time physicians,

one psychiatrist, three half-time clinical psychologists, one general counselor, one marriage counselor, and one health educator. It maintains a well-appointed infirmary with forty-two beds. Modern diagnostic facilities include a diagnostic X-ray unit under the direction of a technician, and a clinical laboratory under the direction of three technicians. The Student Health Service is under the immediate supervision of a Director and is provided with a nursing staff of twenty-four persons directed by a nursing supervisor. At the discretion of the attending physician, a student may be admitted to bed, and for such services as may be rendered by the staff, no charges are made. However, certain highly specialized services (major surgery, consultations, certain types of X-ray and laboratory procedures) not available at the Health Service, are rendered by the N. C. Memorial Hospital at standard charges. In addition, a charge is made for inpatient meals and for other than routine drugs or dressings provided on either an inpatient or outpatient basis. Charges are also made for routine procedures not directly related to the health of a student—such as pre-employment physical examinations, and the like—and for services rendered at times when the student is not actually enrolled in the University.

